

## Pupil premium strategy statement St Aidan's CE Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2023-24 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

School name	St Aidan's CE Primary School
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	50.4%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	Termly review in line with SIP – full review Sept 2024
Statement authorised by	Chair of Governors
Pupil premium lead	Leanne Finch (HT)
Governor lead	Jo Snape

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,544
Additional Covid related funding allocation this academic year	£11,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118,444

## Part A: Pupil premium strategy plan

### Statement of intent

At St Aidan's CE Primary School, we recognise that our disadvantaged pupils may have a range of needs and barriers to their learning. Through our personalised approach, we aim to remove those barriers to ensure equity of access to all learning, access to a relevant and enriching curriculum and wider curriculum so that they achieve their potential, believe in themselves developing their confidence and creativity.

Our pupil premium strategy aims to meet these objectives by ensuring pupils receive a quality first teach by a well-trained and thoughtful teacher, targeted academic support that is grounded in evidence and tailored to individual need as well as identifying and implementing wider strategies that will ensure fairness and a balanced playing field in the opportunities they can learn from and grow from.

Our key principles of our strategy plan are:

Every child has access to a highly trained, well informed teacher to receive quality first teaching

Every child has access to an engaging, balanced and well-structured curriculum that meets their needs, allowing them to retain knowledge and develop skills so they learn more and remember more

Every child can achieve their academic potential from their starting points through targeted support if needed

Every child can grow as an individual through the provision of targeted opportunities and life experiences

Every child has the opportunity to develop skills and interests to find out what makes them extra-ordinary on their life's learning journey

As a Cooperative School, our strategy is underpinned by our Cooperative Values which are:

Self-help   Self-responsibility   Equality   Democracy   Ethical Values

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to school in EYFS inhibit the progress of a large number of pupil premium eligible children in all areas of the curriculum. This is often compounded by the lack of parental engagement in their child's education, eg. lack support with home learning tasks, little experience of reading story books or nursery rhymes.
2	Special educational needs and low ability of many of our pupil premium pupils.
3	Attainment at the end of KS1 is below the national average in reading, writing and maths for most pupils who are eligible for the pupil premium.
4	Attainment at the end of KS2 is below the national average in reading, writing and maths for most pupils who are eligible for the pupil premium.
5	Poor parent engagement and lack of financial resource to provide children with broad opportunity and life experiences.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
A higher proportion of disadvantaged pupils are working at year group expectations in reading.	A higher proportion of disadvantaged pupils are working at year group expectations in reading Evidence in books across the curriculum reflects better vocabulary choices. Disadvantaged pupils make at least expected progress. Pupil voice interviews reflect enjoyment in reading
A higher proportion of disadvantaged pupils are working at year group expectations in writing.	A higher proportion of disadvantaged pupils are working at year group expectations in writing. Disadvantaged pupils make at least expected progress in writing. Cross curricular writing opportunities are evident in books.

	Evidence in books across the curriculum reflects better vocabulary choices.
A higher proportion of disadvantaged pupils are working at age related expectations in maths.	<p>Disadvantaged pupils make at least expected progress in maths.</p> <p>A higher proportion of disadvantaged pupils are working at year group expectations in maths.</p> <p>Quick recall of times tables and use of mental maths strategies are improved.</p> <p>Higher proportion of disadvantaged pupils achieve expected standard in timetables check in Y4.</p>
Through our curriculum and wider curriculum offer, disadvantaged pupils improve their knowledge and skills and grow in confidence.	<p>Pupil voice interviews evidence improved confidence and attitudes to learning.</p> <p>Curriculum intent and implementation considers the cultural capital of disadvantaged learners and offers increased opportunities and experiences.</p> <p>Higher proportion of disadvantaged pupils achieve expected standard in non-core curriculum areas.</p>
PP parents will engage more positively with the school and will be better at supporting their children at home with their learning	% increase from previous year in parents engaging and interacting with school website/tapestry/seesaw .

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> <li>Ensuring teaching in all subjects is of the highest quality and disadvantaged pupils make most progress as a result of quality first teaching.</li> <li>Staff development and quality CPD</li> </ul> <p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> <li>Live marking and feedback - to ensure that the feedback provided to all pupils is instant and effective.</li> </ul> <p>Phonics teaching in EYFS/Y1/Y2 in smaller groups and streamed across the phase. Use of Bug Club phonics scheme to teach reading and phonics.</p>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p><u>The EEF Guide to the Pupil Premium:</u></p> <ul style="list-style-type: none"> <li>Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school.</li> </ul> <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children:</p> <p><i>Collaborative learning approaches +5 months</i></p> <p><i>Feedback +6 months</i></p> <p><i>Reading comprehension strategies +6 months</i></p> <p><i>Phonics +5 months</i></p>	2,3 and 4
<p>Raise attainment in Mathematics for pupils by diminishing the gap through QFT and the use of Same Day Intervention.</p>	<p>Same Day Intervention- this had a positive impact in KS2 classes in 2019-20 and 2021-22 and the gaps in maths were starting to decrease.</p>	2,3 and 4

<ul style="list-style-type: none"> <li>• Focus on improving application of maths skills</li> <li>• Focus on maths fluency in KS2</li> <li>• Use of mastery in number in KS1</li> <li>• Work with teaching and learning consultant to provide high QFT</li> </ul>		
<p>To raise attainment through providing enriching experiences across the curriculum through:</p> <ul style="list-style-type: none"> <li>• Specialist teachers/coaches to develop pupils' skills in dance and physical activity</li> <li>• Ensure pupil receive high quality provision</li> <li>• Subsidising of trips including residential for PP</li> </ul>	<p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children: <i>Physical activity + 1month</i></p> <p>Raise in self esteem celebrating non-academic achievement and success increases positive attitude towards other aspects of learning.</p>	2,3 and 4

### Targeted academic support

Budgeted cost: £68000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE by the end of the year.	<p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children:</p> <p><i>Feedback +6 months</i></p> <p><i>Mastery learning +5 months</i></p> <p><i>Teaching assistant interventions +4 months</i></p>	2,3 and 4
PP/SEND pupils will be targeted through support in class/additional interventions to	EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children:	2,3 and 4

<p>ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> <li>• Extra group work with teachers or TA</li> <li>• Targeted learning plans for specific interventions</li> <li>• Further develop and run Early Years interventions</li> <li>• Speech and language interventions to run in EYFS and KS1</li> <li>• Reading intervention groups to be run for any pupils who are falling behind</li> <li>• Extra small group support will be provided to all Rec, Year 1 and 2 pupils in phonics</li> </ul>	<p><i>Teaching assistant interventions +4 months</i></p> <p><i>Reading comprehension strategies +6 months</i></p>	
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## Wider strategies

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</p> <ul style="list-style-type: none"> <li>• Breakfast club provision</li> <li>• Pastoral support around behaviour and social/emotional support from FSW and REACH Behaviour Support</li> <li>• Sports Provision</li> <li>• One to one work with specialist teachers, SSAs and FSW</li> </ul>	<p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children:</p> <p><i>Social and Emotional learning +4 months</i></p> <p><i>Behaviour interventions +3 months</i></p> <p><i>Sports Participation +2 months</i></p> <p>The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life.</p>	ALL



<ul style="list-style-type: none"> <li>• Social and Emotional intervention groups</li> <li>• Lunchtime support to be provided by learning mentor for vulnerable pupils who need support.</li> <li>• Free breakfast for Year 6 during SATs</li> </ul>	Employment of a full time pupil and family support worker in school benefits individual children and their families both in and out of school.	
<p>Build on our PP children's social and cultural capital and to give them access to life enriching experiences through:</p> <ul style="list-style-type: none"> <li>• PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding.</li> <li>• Ensure all PP pupils are able to engage and take part in residential and trips.</li> </ul>	<p>South Ribble Borough Council sports partnership – competitions and events</p> <p>Cheerleading Coaching</p> <p>Class trips linked to curriculum coverage</p> <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children: <i>Sports Participation +2 months</i></p>	
<p>Parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> <li>• Family Learning workshops</li> <li>• Class assemblies</li> <li>• Coffee mornings</li> </ul>	<p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children: <i>Parental engagement +2 months</i></p>	

**Total budgeted cost: £ 118,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Desired Outcome	Success Criteria	Evaluation
Improve achievement in phonics	In Year 1 70% pass the phonics test In Year 2 100% pass the resit test if taken.	In Y1 67% of pupils achieved the expected standard in phonics. In Y2 60% of pupils passed the resit phonics test.
Improve achievement in reading	At KS2 73% (nat ave) are working at ARE or above. At KS1 68% are working at ARE or above. At EYFS 65% are working at ARE.	At KS2 46% achieved ARE – this was a lot lower than expected with a number of children narrowly missing out , 13% achieved GDS. 22% PPG achieved ARE in reading in KS2. At KS1 68% achieved ARE with 11% achieving GDS. 50% PPG achieved ARE in reading in KS1 At EYFS 71% achieved ARE in reading.
Improve achievement in writing	At KS2 71% are working at ARE or above. At KS1 60% are working at ARE or above. At EYFS 65% are working at ARE.	At KS2 63% achieved ARE or above. 56% PPG achieved ARE in writing in KS2. At KS1 68% achieved ARE or above. 25% PPG achieved ARE in writing in KS1. At EYFS 64% achieved ARE.
Improve achievement in maths	At KS2 73% (nat ave) are working at ARE or above.. At KS1 70% are working at ARE or above. At EYFS 65% are working at ARE.	At KS2 59% achieved ARE or above. 56% PPG achieved ARE in maths in KS2. At KS1 74% achieved ARE or above. At KS1 11% achieved GDS. 75% PPG achieved ARE in maths in KS1 At EYFS 79% achieved at ARE.
Reduce barriers to learning in order to raise self esteem and improve mental health.	Attendance target = 96% Child well being improves – lower number of children receiving support from PFSW.	Attendance has continued to be a focus area since September 2020 post covid. 2021/22 – 91% 2022/23 – 93% - FSW continues to work with LCC to support families where children are persistent absentees or where attendance is below 90%. This is an improvement on the previous year and continues to rise.

## Externally provided programmes

Programme	Provider
Bug Club Phonics	Pearson
English IDL	IDL
Maths IDL	IDL
MyMaths	Mymaths
Talk Boost	<a href="http://speechandlanguage.org">speechandlanguage.org</a>

## Further information

In addition to the Pupil Premium Strategy we are continuing to work closely with outside agencies to provide a whole family approach. This support and interaction with the whole family allows us to create strong relationships between home and school to fully support our families and each individual child.

We are also working closely with LCC teaching and learning consultants and subject specific advisors to ensure quality first teaching is apparent in all classrooms and that all staff are equipped with a variety of strategies to deepen children's understanding and clarify misconceptions as they are learning.